

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

All eligible children with disabilities have an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) through the State education agency's (SEA) utilization of mechanisms that result in effective general supervision of the implementation of the Individuals with Disabilities Education (IDEA).

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Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

GS 1 - The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.) used by the SEA, identify and correct IDEA noncompliance in a timely manner.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004) :

Compliance Monitoring Data:

Continuous Improvement Monitoring Process (CIMP) is built around a number of critical themes:

- **Continuity:** An effective accountability system must be continuous, rather than episodic, clearly linked to systemic change, and must integrate self-assessment with continuous feedback and response.
- **Partnership with stakeholders:** Special Education Programs (SEP) works in partnership with parents, students, school districts, agencies and stakeholders. This collaboration impacts all of the following: the setting of goals and benchmarks, collection and analysis of self-assessment data, district/agency identification of critical issues and solutions to problems, and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for children and youth with disabilities.
- **District and agency accountability:** Districts/agencies are accountable for identifying promising practices, areas that are meeting requirements, areas that need improvement, and areas possibly out of compliance as well as identifying and implementing strategies for improvement, and measuring and reporting progress.
- **Self-assessment:** Each district/agency works with stakeholders to design and implement an ongoing self-assessment process that is focused on improving results for children and youth with disabilities, and facilitates feedback and use of information to support continuous improvement. The SEP will periodically contact districts and agencies in the state to verify its self-assessment information.
- **Data-driven process:** The continuous improvement monitoring process in each district/agency is a process driven by data that focuses on improved results for children and youth with disabilities. The SEP provides data and district/agency data drive the self-assessment process.
- **Public process:** The SEPs report reviewing the district/agency's performance in the implementation of IDEA Part B is made available to the public. The SEP addresses the minimum dissemination requirements by posting the district/agency monitoring reports on the state website. The school district/agency steering committee is encouraged to develop and implement public awareness strategies to share self-assessment and monitoring results.
- **Technical assistance:** Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component to keep the process moving. Therefore, the SEP makes the provision of technical assistance a priority component of its work in each district/agency. Districts/agencies are encouraged to include a technical assistance plan as part of their improvement plan and to utilize all available resources to facilitate the continuous improvement process.

The SEP customizes CIMP to meet the needs of each district/agency. In districts/agencies where there is evidence of substantial compliance with IDEA requirements, the SEP focuses on maintaining the strengths of the district/agency. In districts/agencies that are not demonstrating compliance, the SEP works with the district/agency to develop an improvement plan for their special education program. Districts/agencies that fail to correct identified noncompliance may be subject to enforcement actions.

The self-assessment provides the framework in CIMP for addressing how well the district/agency meets the needs of students with disabilities and establishes a baseline for measurement of progress. The self-assessment reflects how well the district/agency meets state requirements and provides a free appropriate public education (FAPE) to children and youth with disabilities.

In addition to measuring progress and beginning to define the next steps, the self-assessment can promote collaborative efforts among stakeholders and provide an opportunity for ongoing comprehensive planning and data-based decision making. South Dakota's documents regarding CIMP are online at <http://www.state.sd.us/deca/Special/news/monitor/>.

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South Dakota's CIMP provides the specific timelines for resolution of noncompliance. Upon receipt of the compliance monitoring report, the district is required to report to the public no later than 1-2 months after the report is issued. The district is required to submit an improvement plan within 2 months after the report is issued. This improvement plan also contains a format to report on progress; therefore it is referred to as an improvement plan/progress report (IPPR). Upon receipt of the improvement plan/progress report, the department panels the plan with contractual specialists and special education staff to approve the plan. Upon approval of the improvement plan, submission dates for progress reporting are established. Progress reports are sent to the Special Education Programs at a minimum of six and twelve months after the plan approval date, unless the district meets all goals with the first six month progress report.

The South Dakota Continuous Improvement Monitoring Process (CIMP) requires an in-depth self-assessment and validation process. SEA staff provides training and support to districts and their steering committees in the completion of a data-based self-assessment tool. The results of the self-assessment are presented to the state agency, which conducts an onsite review to collect data to validate the self-assessment. The results of the self-assessment and validation review are contained within a final report issued shortly after the team completes the onsite visit. Each CIMP report issued is reviewed by the state director of special education for technical accuracy and clarity. The report addresses the six areas of focus in CIMP: General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program, and Least Restrictive Environment. The report presents information in a way that acknowledges both promising practices and facilitates improvement planning where necessary.

The next step after receipt of the final report requires the development of an improvement plan. The local education agency, in conjunction with their steering committee, has sixty days from the receipt of the final report to meet, develop and submit a plan to address the issues identified in the district/agency's self-assessment, validated through onsite visit, and discussed in the report. The format of the improvement plan is enclosed with this letter.

The LEA must develop an improvement plan to address areas that are out of compliance. It must include statements of present levels of performance (from the monitoring report), the desired outcome(s), annual goals and objectives/benchmarks. The improvement plan form is provided by the state agency and all districts are required to utilize the format or the elements within the form to report on progress. The form serves as both the improvement plan and data reporting mechanism to the state agency. The SEA team leader assists the district in finalizing its improvement plan. Assistance from the team leader varies depending on the needs of the district, coming in the form of a conference call up to and including onsite visits, if necessary, to develop the improvement plan.

Verification of correction

Verification is designed to ensure correction of areas that need improvement in a manner that supports results and systemic reform. Each district works with the SEA team leader to determine the kind and amount of verification data they will collect to demonstrate that the areas out of compliance have been corrected. While the district and the steering committee have significant input regarding the needed verification steps, the state agency must approve the improvement plan including the verification components. The information that districts submit for verification must ultimately demonstrate a change in practice, not just revisions to policy, procedure, or paperwork.

Types of Verification

Verification can take several forms including written documentation, conference calls, or follow-up visits by SEA staff. Written verification is the document submission of progress reports. Verbal verification could include quarterly conference calls with the steering committee to review their improvement strategies and discuss progress in each of the cited areas in the report. The types and amount of verification information required varies and is based on a number of factors including the number, type or magnitude of issues included in the report, the methods of verification described in the improvement plan, previous state agency monitoring findings, and input from the district and the steering committee.

Timelines for Verification

Upon approval of the improvement plan, submission dates for progress reporting will be established. Progress reports are sent to the state agency at both six and twelve months after the plan approval date.

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Based upon documentation the state agency receives from the district and its steering committee, as well as other sources, the SEA verifies the effectiveness of the actions taken in accomplishing systemic change for the district. If a district does not implement the mandatory components of the improvement plan, or implementation is not effective with twelve months, the state may impose sanctions. Sanctions could include further corrective actions for compliance, a compliance agreement, withholding of funds in whole or in part, or other enforcement actions.

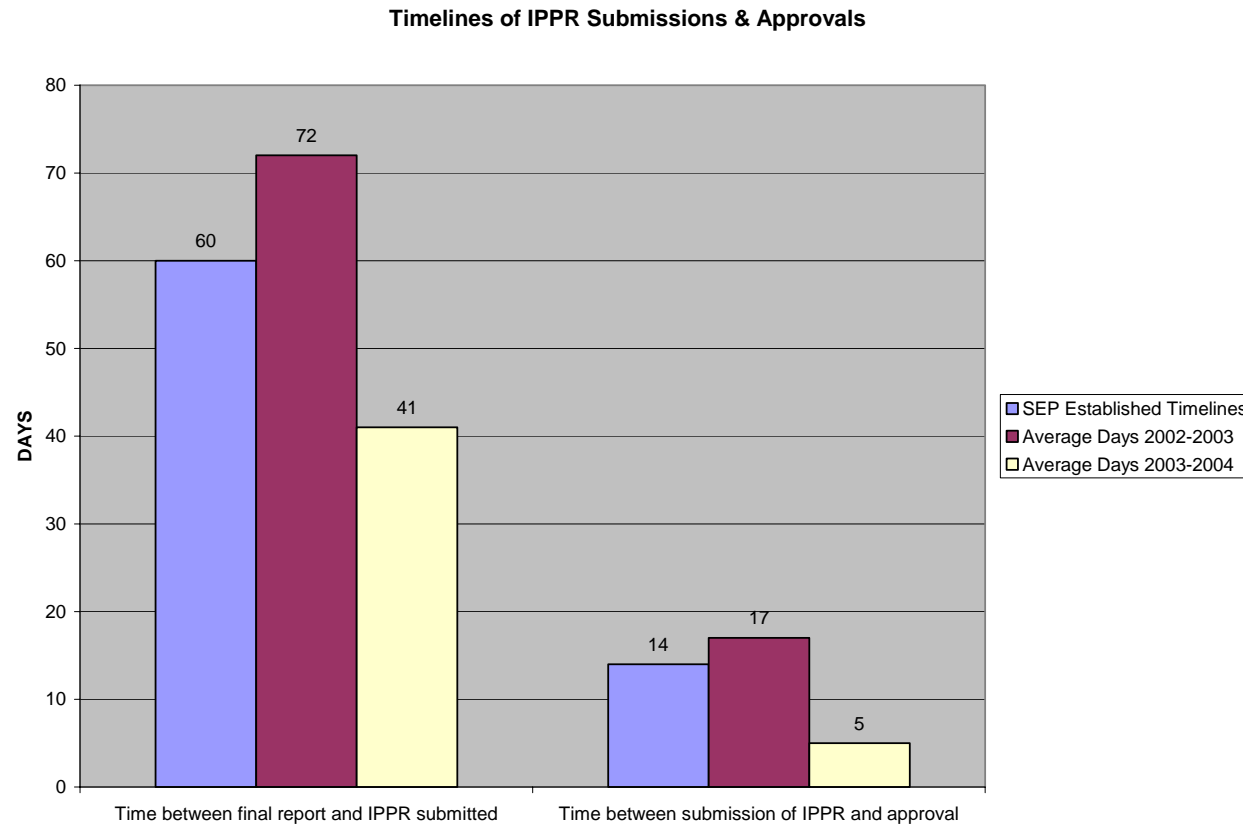
South Dakota districts are monitored on a 5-year cycle. The monitoring process becomes "continuous" by starting the cycle again with an updated self-assessment and progress reporting from the district/agency improvement plan.

Chart Explanation:

The chart provided below measures the timeframes for providing a final report in the CIMP process and receipt of a improvement plan addressing those items found in the final report. The first three columns of the table compare the timelines the SEA has established for receipt of the improvement plan (60 calendar days) to the actual number of days it takes on average for the SEA to receive the proposed improvement plan. The second set of three columns compare the timelines established by the SEA for approval of the improvement plan (14 days) to the actual number of days it takes on average for the SEA to approve the improvement plan.

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IPPR Data:

All of the 33 districts monitored in 2002-2003 submitted improvement plans which were approved by the state agency. Of those 33, 30 submitted data through the improvement plan/progress reporting process reflecting correction of noncompliance within the one year timeline. Each progress report was reviewed by the state agency. The districts were determined to have met the required goals, demonstrating compliance and the corrective action closed. Three districts exceeded the one year timeframe and remain on open improvement plan/progress reports at this time. Each of these districts submitted the required six and twelve month progress reports. Communication occurred after each submission with the districts. At the end of the reporting period, each of the remaining districts was making significant progress towards completion of their improvement plans.

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During the 2003-2004 school year, 35 schools were monitored. Of those, one district did not have any areas to address through improvement planning. The other districts each submitted an improvement plan and were scheduled for six and twelve month reports. At the end of this reporting cycle, six month reports had just begun to be received for the first group of schools reviewed in 2003-2004.

Complaint Resolution Data:

In 2003-2004, South Dakota received a total of twelve complaints. Of those, eleven were investigated and one complaint was set aside for lack of jurisdiction. Of the complaints which resulted in findings, the remaining took an average of 146 days to close out each complaint received.

Mediation Data:

South Dakota conducted four formal mediation based on due process hearing requests. The two of the mediation conferences were conducted within the fifteen day timeline. The other two mediations exceeded the timeframe, but did result in successful resolutions. In both cases of where the mediation conference was held after fifteen days had elapsed, it was the result of needing to accommodate the schedules of the parties and their legal representation.

Due Process Hearing Data:

South Dakota conducted one hearing during the 2003-2004 reporting period. Mediation was waived for this hearing. This hearing was conducted within the required 45 day timeframe.

Refer to Attachment 1 for the data regarding the status of complaints and hearings resolutions for GS1. Additional information on the complaint process may also be found at the state website: <http://www.state.sd.us/deca/Special/complaint/index.htm>

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2. Targets (for reporting period July 1, 2004 through June 30, 2004):

To resolve 100% of all complaints investigated within six months of the final report being issued.

To conduct 100% of all mediations within the required 15 days after receipt of the hearing request.

To complete 100% of all hearing decisions within the 45 day timeline or appropriate extensions were obtained to the timeline.

To ensure 95% of all districts monitored develop improvement plans (IPPRs) within the established timelines.

To review 100% of improvement plans (IPPRs) within one month of receipt by a panel of SEA staff and contractual specialists

To ensure 95% of all districts monitored meet established timelines for six and twelve month reports.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

South Dakota's general supervision system provides a consistent system for enforcement of the requirements under the IDEA. During this reporting period, the state agency experienced a significant staff shortage, where over half the FTE positions within the state agency were vacant (three of six FTE). During this time frame, the state agency also experienced an increase in the number of complaints typically received. These two elements combined to expand the amount of time necessary to resolve some complaints and IPPRs. Progress can be noted in the area of the development and approval of IPPRs.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

To resolve 100% of all complaints investigated within six months of the final report being issued.

To conduct 100% of all mediations within the required 15 days after receipt of the hearing request.

To complete 100% of all hearing decisions within the 45 day timeline or appropriate extensions were obtained to the timeline.

To ensure 95% of all districts monitored develop improvement plans (IPPRs) within the established timelines.

To review 100% of improvement plans (IPPRs) within one month of receipt by a panel of SEA staff and contractual specialists

To ensure 95% of all districts monitored meet established timelines for six and twelve month reports.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

South Dakota will review all procedures for complaint investigations with SEA staff conducting complaint investigations. A protocol for the Office of Hearing Examiners will be established to ensure that timelines and procedures are followed for due process hearings. The CIMP coordinator for the SEA will track data on timeliness of progress report submissions, approval rates and six/twelve month reporting.

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6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources:

- SEA staff- Complaint investigation
- Mediation
- Legal counsel for the department
- Office of Hearing Examiners
- MPRRC staff

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

GS 2 - Systematic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

Compliance Monitoring Data:

South Dakota tracks data via the results of the CIMP review process. The CIMP process monitors districts performance on six principles. Those principles are:

- Principle One – General Supervision
- Principle Two – Free Appropriate Public Education
- Principle Three- Appropriate Evaluation
- Principle Four – Procedural Safeguards
- Principle Five – Individualized Education Programs
- Principle Six – Least Restrictive Environment

In reviewing each of the principles, areas of concern can be identified by looking at percentages of districts reported as noncompliant in various areas. It is important to note that each year, the SEA monitors an average of about 35 school districts. To identify an issue as systemic, South Dakota has determined that at least 80% of the districts need to be identified as noncompliant. The 80% figure in district terms represents approximately 28 out of 34 districts monitored for 2003-2004. Therefore, if an issue is cited in a minimum of seven districts or more, the SEA considers this to be a systemic issue statewide.

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Chart Explanation:

The CIMP Monitoring Data Chart provides a breakdown of each of the six principles of the CIMP system. The first column of the chart lists each principle reviewed in the state monitoring system. The next set of columns identifies the percentage of districts that were found to be noncompliant and compliant for that particular principle. Two years worth of compliance monitoring data is provided for comparison. By looking at this data, it is possible to draw analysis of potential areas of system noncompliance across each of the six principles.

	2002-2003		2003-2004	
	Non Compliance	Compliance	Non Compliance	Compliance
Continuous Improvement Monitoring Process				
Principle One- General Supervision	3%	97%	2%	98%
Principle Two- Free Appropriate Public Education (FAPE)	2%	98%	3%	97%
Principle Three- Appropriate Evaluation	12%	88%	16%	84%
Principle Four- Procedural Safeguards	6%	94%	1%	99%
Principle Five- Individualized Education Program (IEP)	17%	83%	14%	86%
Principle Six- Least Restrictive Environment (LRE)	9%	91%	2%	98%

Complaint and Due Process Data:

In looking for systemic trends within the complaint data for 2003-2004, out of the twelve complaints received, eight contained issues regarding individualized education programs. Of these eight, the complainants primarily raised compliance questions regarding the appropriate implementation of student IEPs as written. Of these eight, two resulted in no findings, the other six had some or all of the complaint issues verified.

Three complaint requests raised issues surrounding the provision of a free appropriate public education (FAPE). The issues raised were upheld in all three complaints. These complaints primarily dealt with ensuring the provision of services.

Two complaints had additional issues raised regarding the appropriate evaluation of students. Neither complaint investigation resulting in identifying any noncompliance regarding appropriate evaluation.

With regards to hearing requests, two hearing requests dealt with the least restrictive environment, two other requests addressed proper evaluation and one hearing request addressed the provision of a free appropriate public education.

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2. Targets (for reporting period July 1, 2003 through June 30, 2004):

To increase the number of districts reporting as compliant in the area of appropriate evaluation (functional evaluation, consent for evaluations, evaluation procedures and eligibility determination) to 100%.

To increase the number of districts reporting as compliant in the area of procedural safeguards (consent, transfer of rights) to 100%.

To increase the number of districts reporting as compliant in the area of IEPs (content and secondary transition) to 100%.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

South Dakota has maintained a rate of 80% or above in each of the six principles monitored by the state agency as seen in the two years of data provided. As noted previously, issues are considered systemic if less than 80% of the total of all districts reviewed from the past year were not able to demonstrate compliance.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

To continue to report all six principles at a rate of compliance which is 80% or higher.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The state agency will continue to review each individual district report for consistency and identification of systemic issues. If systemic issues are identified, improvement plans and accompanying training efforts will be targeted to these areas. The state continues to ensure they are addressing individual needs of districts as well as systemic issues through the individual improvement plan process (IPPR).

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources:

- SEA staff
- Transition Services Liaison staff
- MPRRC staff

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

GS 3 -Complaint investigations, mediations and due process hearings and reviews are completed in a timely manner.

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<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Complaint Investigations/Mediations/ Due Process hearing data:</p> <p>Refer to Attachment 1 for the data regarding the status of complaints, mediations and hearings resolutions for GS3. Additional information on the complaint process may be found at the state website: http://www.state.sd.us/deca/Special/complaint/index.htm</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>To resolve 100% of all complaints within the 60 day timeline requirements.</p> <p>To complete 100% of all hearing decisions within the 45 day timeline or appropriate extensions were obtained to the timeline.</p> <p>To conduct 100% of all mediations within fifteen calendar days of receipt of a due process hearing request.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):</p> <p>As seen in attachment 1, South Dakota had an unexpected rise in the number of complaints as compared to previous years. This rise in complaints was coupled with the state agency staff vacancies, which resulted in a limited number of extensions being granted.</p> <p>With regards to mediation, South Dakota's data reflects a very positive mediation system, with all mediations reported during this cycle resulting in successful agreements. South Dakota also makes informal mediation (not related to a hearing request) available as well. The impact of the mediation system can be seen in the due process hearing data, which reflects only one hearing resulting in a decision. All other hearing requests were successfully mediated. In the one case that went to hearing, the parent waived mediation and ultimately prevailed in the hearing decision.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>To resolve 100% of all complaints within the 60 day timeline requirements or with appropriate extensions used on a limited basis.</p> <p>To complete 100% of all hearing decisions within the 45 day timeline or appropriate extensions were obtained to the timeline.</p> <p>To conduct 100% of all mediations within fifteen calendar days of receipt of a due process hearing request.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>The state agency will work with the Mountain Plains Regional Resource Center in the development of a system of complaint investigators who will contract with the state agency to facilitate complaint investigations.</p> <p>Staff will continue to provide training and technical assistance to the hearing officers located within the Office of Hearing Examiners to ensure they are aware of the procedural requirements for hearing and issuing decisions under IDEA.</p>

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6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2004.

Resources

- SEA staff- Complaint investigation
- Mediation
- Legal counsel for the department
- Office of Hearing examiners
- MPRRC staff

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

GS 4 - There are sufficient numbers of administrators, teachers, related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Personnel Data:

Data tables for GS 4 are found in the appendices attached to the 2003-2004 Annual Performance Report. This includes data tables from 2001 to 2003.

Compliance Monitoring Data:

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	School Year 2000- 2001	School Year 2001- 2002	School Year 2002- 2003	School Year 2003- 2004	School Year 2000- 2001	School Year 2001- 2002	School Year 2002- 2003	School Year 2003- 2004
ARSD 24:05:23 Requirements for child evaluators	2/49	0/41	2/38	1/34	2%	0%	5%	3%

Chart Explanation :

The compliance monitoring chart listed above reflects the administrative rule which districts are monitored against through the CIMP process. The first set of four columns provides the raw numbers of districts out of compliance with the regulation compared to the total number of districts reviewed in that school year. The next set of four columns reflects the percentage of each of those years, to provide a consistent comparison of the level of noncompliance being seen in monitoring visits.

Complaints and Due Process Hearing data:

In 2003-2004, there was one issue raised through the complaint process alleging the district did not employ properly certified staff. The district was found to be in compliance.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

To reduce the number of special education personnel reported as being non-authorized to 40 FTE statewide.

To reduce the number of special education personnel vacancies reported to 20 FTE statewide.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

In 2003, the state special education agency joined with other department teams, including teacher certification, to address state systems of preparation and certification aligned with the INTASC standards. This project, supported by the Center for Teacher Quality, includes team members from the higher education systems and teacher associations in the state of South Dakota.

Vacancy by FTE in 2002-2003 was reported to be 23.8 FTE. In 2003-2004, total vacancies reported by the school districts were 6.1 FTE. The target established for July 1, 2003 through June 30, 2004 was to reduce the number of special education personnel vacancies to 20 FTE total. This target has been met and exceeded, by over 14 FTE.

In looking at the trend data provided, it appears that South Dakota consistently meets the requirements of having appropriately trained and qualified staff for provision of special education services.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

It is anticipated the rate of special education vacancies will experience a slight increase, due to projected figures of retirement numbers for current in-service teachers as well as

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<p>numbers of new graduates. Therefore, the target for July 1, 2004 through June 30, 2005 is to report a vacancy rate of no more than 15 FTE.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>The state agency continues to be a partner in the Center for Teacher Quality – Improving Teacher Quality project, as a comprehensive effort to update and ensure the systems of certification are aligned to appropriate teacher standards and certification systems.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • SEA staff- CSPD coordinator • Data collection staff • MPRRC staff • CTQ project
<p>Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):</p> <p>GS 5 - State procedures and practices ensure collection and reporting of accurate and timely data.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Beginning in 2001 to current, South Dakota has developed and implemented a comprehensive system for the collection of student data. The state has a system, called SIMS (Student Information Management System), which is an online data collection tool that encompasses the collection of the majority of the federal reporting requirement under IDEA. SIMS is a comprehensive system of data collection which gathers statewide data on individual students, by unique identifiers. The system gathers the information for federal child count and accompanying non-child count information. Data is collected at specified dates through the school year. Schools are continually updated information throughout the year to ensure for the most accurate collection of information.</p> <p>The Office of Finance and Management, Data Collection, provides ongoing technical assistance and training to schools in the use of the SIMS programming. Electronic newsletters are issued prior to data collection dates throughout the year. To view the website for SIMS, go to http://www.state.sd.us/deca/finance/Data/SIMS/index.htm.</p> <p>In addition to SIMS, South Dakota collects data on suspension and expulsion of students with disabilities via an online collection which occurs at the end of each school year. This data reporting is designed around the federal reporting forms and incorporates data checks to ensure all data is consistently reported throughout the tables. System administration is handled by SEA staff with minimal supports by computer specialist.</p> <p>During school year 2003-2004, South Dakota fully launched the online IEP system, which is merged with SIMS. This tool allows districts to complete all IEP documentation via an online system and maintain records of students in a secure web-based system. This tool is merged with the SIMS, meaning that special education data is automatically updated via</p>

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<p>the development or revision of student IEPs. This process eliminates the need for a third party to encode confidential data, and also reduces the possibility of errors and omissions. It also serves to continuously keep the system current.</p> <p>As presented in GS 4, personnel data is collected through the online PRF system. This system has been collecting data on special education personnel for two years. An addition during the 2002-2003 school year was the collection of vacancy data. This report was previously not linked to PRF and, as a result, the state had a very poor response rate. With it's inclusion in the PRF system, this data collection has a higher response rate.</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>a. To determine the number of users of the online IEP tool and assess consumer satisfaction.</p> <p>b. To provide more opportunities for training to use the online IEP tool.</p> <p>c. To continue to improve the consistency of data collection through SIMs and other data collection tools.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):</p> <p>a. The state developed a listserve of SIMs users which serves as a communication vehicle between the state agency and users of the system. Through the listserve, the state identified a number of users to gauge consumer satisfaction. These users identified concerns and clarified points of agreement by reacting to the system and generating feedback directly to state agency staff.</p> <p>b. A series of trainings was hosted in the spring, 2004 on the online IEP tool. These trainings were conducted monthly in a central location, and offered at no cost to participating school districts.</p> <p>c. Because of the feedback received through the consumer feedback received in the listserve group, the state has made a number of upgrades and modifications, including form revisions and improved technical guide documentation to enhance the consistency of data collection. In addition to this work, the state department revised the personnel record form system (PRF) which collects personnel data statewide. The revisions were made to collect and report on the numbers of teachers who meet the requirements under NCLB of being "highly qualified".</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>a. To continue to provide web-based opportunities for the online IEP system and other data collection requirements.</p> <p>b. To provide the opportunity to learn about the state data collection systems and the requirements for special education data reporting.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>The state will continue to make available training on the use of the IEP online tool. In addition, the state agency will propose the presentation of a "New Special Education Directors" Academy" which would include information and training on state special education data collection and reporting.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p>

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources:

- SEA staff
- NEXUS information systems staff
- Data collection staff

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

All children eligible for Part B services will receive special education and related services by their third birthday.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

All children exiting the Part C program at age three who are eligible for Part B have an IEP in place no later than their third birthday.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Part C exit data:

The chart entitled "Report on Infants and Toddlers Exiting Part C Programs" reflects four years of data which details the exit of toddlers from the early intervention program in South Dakota. The first column details the reasons provided upon exiting the Part C program. The final two rows reflect the total number of three year olds who exited and a comparison with the total number of children in the early intervention, Part C program, ages birth to three.

TABLE
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Report on Infant and Toddlers Exiting Part C Programs

Reasons for Exit	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Part B eligible (on an IEP by 3 rd birthday)	82% (283)	79% (325)	78% (335)	78% (373)	74% (408)
Part B ineligible (3 year olds)	14% (50)	15% (63)	17% (74)	19% (90)	19% (105)
Part B eligibility not determined for 3 yr olds	4% (13)	6% (25)	5% (21)	4% (17)	7% (36)
Other exit reasons (ages 0-3)	26% (124)	24% (131)	24% (135)	23% (143)	28% (154)
Total Exits of 3 year olds	346	413	430	480	549
Total Child Count (ages 0-3)	645	655	705	830	897

Complaints and Due Process Hearing data:

In 2003-2004 , there were no complaints or due process hearing requests received regarding issues of transitioning students from the Part C to Part B upon turning age three.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

South Dakota will focus on the small number of 3 year old children for whom no Part B determination was made and determine if appropriate evaluations and transition planning have occurred.

TABLE
Part B Annual Performance Report 2003-2004
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The lead agency for Part C is the Department of Education. Part C and Part B coordinators are situated within the Department of Education Office of Educational Services and Support and have on-going day to day contact. Although the data collection systems are separate because of the non-school district involvement in much of the Part C work, the transition data is shared between programs. A B/C transition technical assistance manual was developed jointly by Part C and Part B staff in the early 1990's. This document was recently updated, and continues to be used by field staff and parents. Each district was required to address transition from Birth to 3 Connections (Part C) to preschool in their comprehensive plan for special education..

Data from years 2002 and 2003 showed progress in the percentage of children who did not have eligibility determined for Part B upon exiting the Part C program. In 2004, there was a slight increase in the percentage of children who did not have an eligibility determination upon exiting the Part C program at age three. The data reflects 7% of children turning three have not had eligibility determined upon exiting Part C. This can be attributed to a parent not wanting to have a referral made for preschool when they exit the IFSP and/or there may be institutional barriers to getting the evaluations done in a timely manner. Sometimes parents defer the eligibility determination to the start of school, especially if the child turns three during summer months.

This would be an average of less than 23 three year old children in any given year over the past five years. South Dakota aggressively trains Service Coordinators to use the correct exit codes when a family declines referral to Part B at age 3. This data indicates South Dakota should be making a concerted effort to figure out why this small number of children is missed and when circumstances point to specific school district(s), corrective action is addressed in Improvement Plans to alleviate the problem in those districts that are not getting the job done.

The state piloted an expansion of the Part B monitoring to include specific on-site activity for all schools monitored to compare the exit Part C data with the early childhood IEP beginning dates with the expectation that any child who exits Part C will have an IEP completed on their 3rd birthday. The department piloted participation by Part C staff on four on-site CIMP visits to districts to verify Part C exit data and determine school district compliance regarding transition from Part C to Part B by the 3rd birthday. The results of this expansion were not seen as being an effective tool to identifying potential causes of children not being determined as eligible upon reaching transition age. It was determined that the Part C coordinator and Part B director would instead look in-depth at the limited numbers of students who were not transitioned to a determined outcome and do targeted assistance to those areas experiencing these transition concerns.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

100% of Part C children transitioning and eligible for Part B reflect a start on the 3rd birthday regardless of whether the IEP falls within the typical school calendar.

100% of IFSP transition meetings for Part C eligible children have a school district special education person present and planning for evaluations is done 90 days or more prior to the 3rd birthday.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The Part B director and Part C coordinator will study the child-specific data of those exiting the Part C program without a specific determined outcome to target areas and programs in the state which are experiencing transition concerns.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

This section of Cluster Area 1 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2004.

Resources:

- SEA staff- Part B and C
- Contractual monitoring specialists
- NECTAC

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

Through parent involvement in special education services the provision of a free appropriate public education will be afforded to children with disabilities.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004)

Parents of students with disabilities will be afforded genuine opportunities to provide input and be involved in their child's special education services.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Compliance Monitoring data:

This data table reflects specific areas monitored under principle three, appropriate evaluation, principle four, procedural safeguards and principle five, individualized education program for 2002-2004.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

	2002-2003	2003-2004
Principle Three- Appropriate Evaluation	Percent of districts found to be in compliance	Percent of districts found to be in compliance
Parent input	84%	47%
Principle Four- Procedural Safeguards	Percent of districts found to be in compliance	Percent of districts found to be in compliance
Content of Rights	97%	100%
Consent	74%	94%
Principle Five- Individualized Education Program	Percent of districts found to be in compliance	Percent of districts found to be in compliance
IEP Team	89%	100%

Baseline data for the 2002-2003 CIMP indicates parental input was not sought and received and this requirement found out of compliance in 6 out of 38 schools/ agencies reviewed. Baseline data for 2002-2003 CIMP indicates consent to evaluate was not obtained and the requirement found to be out of compliance in 10 out of 38 schools/agencies reviewed. The content of the parental rights (procedural safeguards) document was found out of compliance in 1 out of 38 schools/agencies reviewed. IEP team membership was found to be out of compliance in 4 out of 38 schools/agencies reviewed. Two were identified due to not having a regular educator present, the other two districts were identified for unidentified team members missing.

South Dakota's CIMP requires districts to survey parents regarding their level of satisfaction with their child's special education program. These results are gathered and tabulated by the local education agency and are used in the development of the district's self-assessment. The survey is located on the state website at:
<http://www.state.sd.us/deca/Special/news/monitor/>.

Complaints and Due Process Hearing data:

In 2003-2004, one complaint was investigated that raised issue regarding parental participation in meetings. This allegation was not substantiated and resulted in no findings upon completion of the complaint investigation process. Another complainant alleged a district failed to consider the parent as an equal partner in the development of a student's IEP. This complaint also was not validated through the complaint investigation process and no corrective action was required. No due process hearings were requested regarding issues of parental involvement.

Parent Involvement in Special Projects:

TABLE
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

South Dakota consistently involves parents in ongoing projects, workgroups and in the development of various technical assistance documents. Each time a group is convened to address policy development, parent representation is ensured. In addition, the state ensure appropriate parent representation on the state advisory panel for children with disabilities. Link to state advisory panel website: <http://www.state.sd.us/deca/Special/news/Advisory/advisorypanel.htm> .

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- a. Consent will be obtained prior to any proposed evaluation of a student potentially in need of speical education 100% of the time as measured by CIMP.
- b. Parents of students with disabilities will participate in IEP meetings or afforded the opportunity to participate in a mutually agreeable manner 100% of the time as measured by CIMP.
- c. Parents of students with disabilities will be asked to provide input into the evaluation planning process 100% of the time as measured by CIMP.
- d. Parents will report satisfaction with their level of involvement in their child's special education program.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

- a. Monitoring findings show that two out of 34 districts, consent was not properly documented for proposed evaluations. The districts were required to address the noncompliance within their improvement plan and submissions of progress reports.
- b. Through the continuous improvement monitoring process, no district was found to be out of compliance with the invitation/attendance of parents at IEP team meetings. The target was achieved during 2003-2004.
- c. Data reflects a drop in the number of districts reported as being compliant with the requirement to seek parental input into the evaluation planning process. The districts were required to address the noncompliance within their improvement plan and submissions of progress reports. Slippage in this area is related to districts failing to document the process of seeking parental input, however, compliance reports reflected that the input was being sought. Most districts have developed a form to document parental input, but some districts were still making contacts by phone or in person, and did not document the contact. The districts identified with this issue were able to correct the lack of documentation immediately, and will demonstrate compliance through improvement plan submissions at six and/or twelve month reporting dates.
- d. Each school district monitored during the 2003-2004 school year surveyed all parents of students with disabilities in their district. The results of the surveys are incorporated into the self-assessment process, and used by the state agency team to validate parent involvement.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Parents will have an opportunity to provide input and demonstrate involvement 100% of the time in their student's special education program as measured by the Continuous Improvement Monitoring Process.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Special Education Programs will continue to hold monthly teleconference calls with South Dakota Parent Connection and identify mutual goals and activities that will impact parental involvement. The state agency will continue to involve parents in all workgroups and planning committees convened by the SEA to meet the needs of children in need of special education in the state. Additional attention will be directed to the documentation process for parental involvement in training on the special education process throughout the state.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Ensuring the involvement of parents is an ongoing goal for South Dakota. Timelines to meet the state targets for compliance will be through June 30, 2004.

Resources :

- SEA staff
- Monitoring contractors
- South Dakota Parent Connection

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
- BF.II** Are high school graduation rates and drop out rates, for children with disabilities comparable to graduation rates and drop out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>State Goal (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Goal 1 - All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.</p>
<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):</p> <p>BF.I The State reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the State reviews and as appropriate revises policies, procedures and practices.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. <i>Use Attachments 2 and 3 when completing this cell.</i>):</p> <p>Refer to OSEP Attachment 2.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>To report a comparable rate of students identified with disabilities in comparison to nondisabled peers by race/ethnicity.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>South Dakota's ethnic composition is significantly less diverse when compared to national figures. Beyond the largest category of students, which is comprised of Caucasian students, American Indian is the next largest ethnic group. The remaining groups of Black, Hispanic and Asian represent a percentage of the population that ranges from .64 percent to 1.11 percent of the total population of the state. Because the state has such small numbers of students, when broken out by race/ethnicity, it appears to report potentially significant numbers of students as being over and under identified in various disability categories and placements. The data points that are flagged are the result of the small numbers being analyzed.</p> <p>The appropriate evaluation, identification and placement for children with disabilities is an ongoing training effort for the state agency. The state annually provides trainings and technical materials designed to ensure appropriate practices are in place. The state agency's compliance monitoring reviews the policies and procedures of each district during the school year's cycle for compliance with administrative rules governing evaluation, identification and placement procedures. If any district is identified with a compliance concern, individualized improvement plans are initiated to address any noncompliance.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>To ensure district identification procedures are valid and reliable, identifying students appropriately for special education or special education and related services.</p>

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

South Dakota will continue to work with all districts to ensure appropriate policies, procedures and practices for the identification and placement of children with disabilities to determine to comply with the requirements of the IDEA.

South Dakota will work in conjunction with national centers specializing in the area of appropriate identification and service delivery for all students, eliminating issues of potential biases and inappropriate procedures when working with differing cultures.

South Dakota will investigate the potential of working with test developers with regards to norming achievement tests or other tests on the diverse population in South Dakota, to ensure tests are available which are valid for the state.

7. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The status of identification of students in special education and educational placements is an ongoing issue for the state. South Dakota will meet its identified goal by June 30, 2004.

Resources:

- SEA staff
- MPRRC
- Monarch Center
- SD School Psychologist Association

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

BF.II High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004).

Chart Explanation:

The chart below provides 2002-2003 and 2003-2004 data showing comparison of drop out rates and graduation rates of students in need of special education as compared to students who are non-disabled. Columns in blue reflect students in special education. Columns in red are students who are nondisabled. The chart reflects what percentage of students (both disabled and nondisabled) are reported as dropping out. This calculation is arrived by taking the total number of drop outs reported grades 7-12 divided by the accumulated enrollment for grades 7-12.

The next set of columns details the percentage of students who graduate from high school with a regular diploma in the state of South Dakota. This figure is arrived at by taking the number of drop outs reported for grade 12 divided by the total of grade 12 graduates and grade 12 dropouts.

TABLE
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

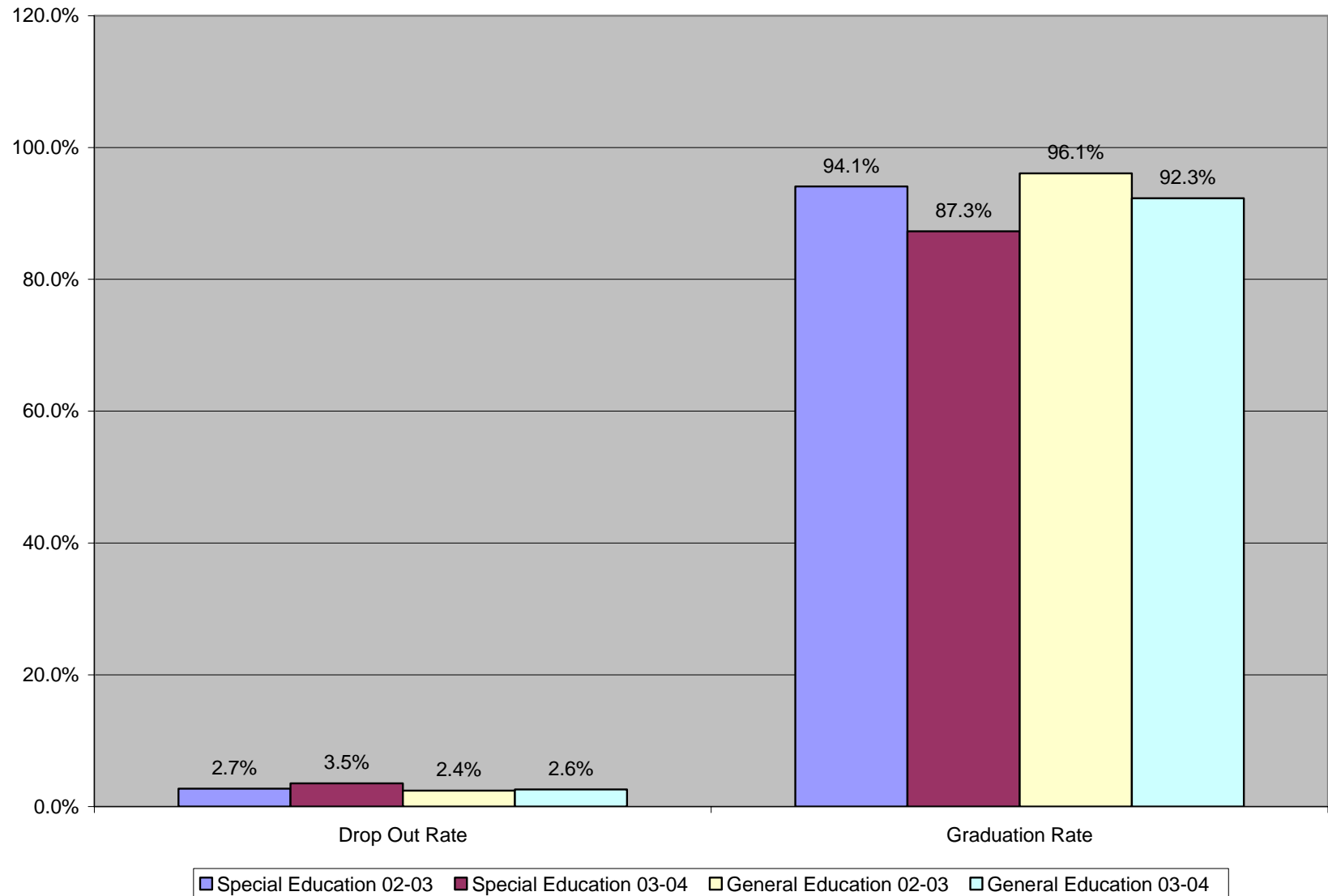


TABLE
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Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

To decrease the current drop out rate of 3% for students with disabilities to 2% (current rate of nondisabled students).

To bring the percentage rate of students with disabilities graduating from an approved program up to 96% (current rate of graduation for all students).

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The data collected during 2003-2004 reflects students with disabilities are reported as drop-outs at a similar, although slightly higher percentage than nondisabled students. The data is gathered through an analysis of total drop outs reported grades 7-12 divided by the accumulated enrollment for grades 7-12. Accumulated enrollment included any students who were on an IEP during the school year. The total percentage of students who are leaving school prior to obtaining a high school diploma continues to represent a small percentage of students, both in special education and those not in special education. This is a positive situation for all students in the state of South Dakota.

Data on the graduation rate for 2003-2004 reflects similar information. Students with disabilities are graduating at a similar, although slightly lower percentage as compared to non-disabled students. The rates, however, when reflected against the data collected in 2002-2003, reflect a drop in rates of graduation, both overall and for special education students. The calculation of the rate of graduation has changed. In the year 2002-2003, the calculation did not include 11th grade dropouts. The calculation for 2003-2004 was completed as follows: the total number of graduates is divided by the total number of graduates plus the previous years 11th grade drop outs and the current year's 12th grade dropouts. This has results in reported rates of graduation dropping from the previous year. When comparing South Dakota's reported graduation rates to other states, as seen on the OSEP Ranking Data Tables, online at http://www.monitoringcenter.lsuhsd.edu/Stateranks_B.htm, it can be noted that the state for the past two years has presented data that reflects a higher rate of graduation than the national baseline. South Dakota has consistently appeared in the upper half of states in terms of students with disabilities exiting special education with a diploma.

Overall, data does reflect slippage, but it is believed that the drop in performance is more properly attributed to more accurate data collection for graduation and dropout rates.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

a. To decrease the current drop out rate for students with disabilities by .5%

b. To increase the percentage rate of students with disabilities graduating from an approved program by 2%.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

South Dakota will support efforts to retain students in school through dissemination of practices to influence retention. In addition, ensuring effective instructional practices is an ongoing activity that may result in both affecting the dropout rate and graduation rate for students with disabilities.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Addressing the drop out rate and graduation rate of students in special education and educational placements is an ongoing issue for the state. South Dakota will work to meet the identified targets by June 30, 2005

Resources:

- SEA staff
- MPRRC

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

BF III. Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, or to the rates for nondisabled children.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004.

Chart Explanation:

This chart provides a five year comparison of the rates of suspension/expulsion for students who are in need of special education to students who are non-disabled. The first column reflects OSEPs required data collection points, with each subsequent column reflecting a raw number of students and a percentage of the total enrollment that have been identified for that data point. Note that total enrollment provided under nondisabled students reflects all students, PreK through grade 12. The figure provide for special education student is the federal child count collected each December 1.

Comparison of Suspension/Expulsion Data 1999-2004					
Data Item	State Data 1999-2000	State Data 2000-2001	State Data 2001-2002	State Data 2002-2003	State Data 2003-2004
# and % of nondisabled students suspended/expelled > 10 days	247/.002% Total enrollment – 129,093	178/.001% Total enrollment – 127,950	161/.001% Total enrollment – 126,769	344/.003% Total enrollment – 126,390	203/.002% Total enrollment – 124,538

TABLE
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

# and % of nondisabled students suspended/expelled with multiple short-term suspensions summing to >10 days	604/.005% Total enrollment – 129,093	175/.001% Total enrollment – 127,950	162/.001% Total enrollment – 126,769	215/.002% Total enrollment – 126,390	236/.002% Total enrollment – 124,538
# and % of disabled students suspended/expelled > 10 days	22/.001% Total Child Count – 16,035	9/.001% Total Child Count – 16,554	13/.001% Total Child Count – 16,718	24/.001% Total Child Count – 17,146	14/.001% Total Child Count – 17,457
# and % of disabled students suspended/expelled with multiple short-term suspensions summing to > 10 days	131/.008% Total Child Count – 16,035	36/.002% Total Child Count – 16,554	46/.003% Total Child Count – 16,718	35/.002% Total Child Count – 17,146	41/.002% Total Child Count – 17,457

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

The rate of suspensions for students with disabilities will continue to be comparable to the rate of suspensions for non-disabled students, either the same or at a lesser rate.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

As can be seen when looking at the trend data beginning with 1999-2000, South Dakota is maintaining a comparable rate of suspended students with disabilities in comparison to students who are non-disabled. Training on the issues related to suspension and expulsion of students has been consistent since the reauthorization of IDEA in 1997. School districts have approved policies and procedures within their comprehensive plan for special education which details the steps districts will take when considering the removal of a student in need of special education for conduct issues. Information has been provided to districts in the form of purchased materials for district resource libraries. The materials focused on addressing students with behavioral issues within the classroom setting.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The rate of suspensions for students with disabilities will continue to be comparable to the rate of suspensions for non-disabled students, either the same or at a lesser rate.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

South Dakota will continue to require districts/agencies to address their procedures for suspension and expulsion of students with disabilities through their comprehensive plan. Technical assistance will be supported through training and inservice opportunities via the state's Dakota Digital Network (DDN) system which allows two way video and audio conferences to be conducted statewide.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This section of Cluster Area 4 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources:

- SEA staff- Part B
- Contractual monitoring specialists

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

Goal 2: Students with disabilities will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

BF.IV All students with disabilities will participate in the statewide assessment or alternate assessment, and the performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Refer to OSEP Attachment 3 Section C for data on performance data on statewide assessment

Participation Data:

The chart below details the rate of participation reported for students in special education and students in general education. The chart compares each groups level of participation in the reading and math portions of the Dakota Step, and on the alternate assessment, STAARS. The reading is represented by blue columns and the math is represented by the red columns.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

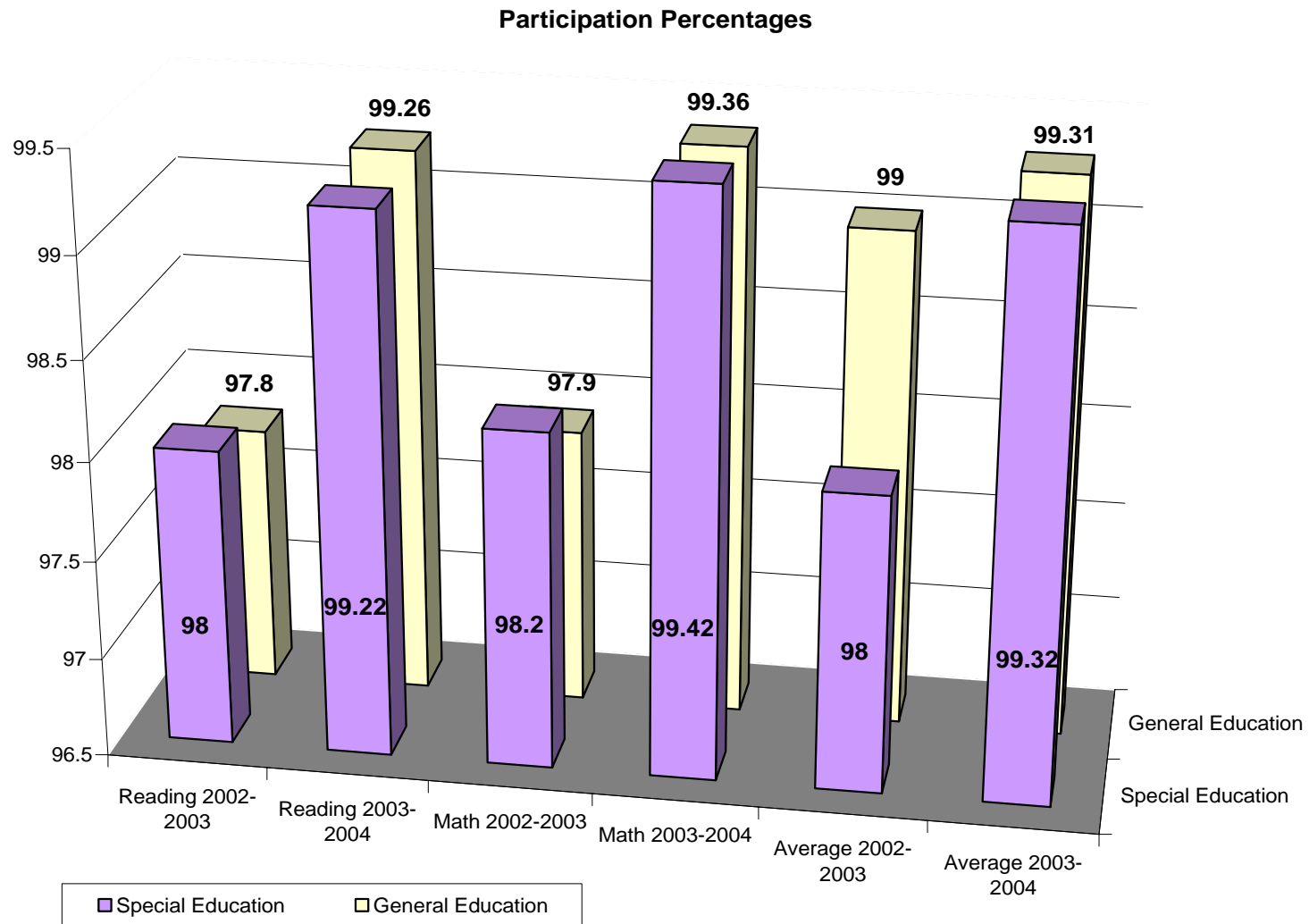


TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- a. To reduce the number of students with disabilities scoring in the basic and below basic achievement levels in reading and math on the Dakota STEP by 10%.
- b. To maintain a participation rate of 95% or higher for students with disabilities in taking the statewide assessments.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

- a. During school year 2003-2004, on the statewide reading assessment, the number of students with disabilities performing at basic or below basic was reduced by 7.14%. On the statewide math assessment, the number of students with disabilities performing at basic or below basic was reduced by 11.5%. The state met its identified target in the area of math, but did not meet the 10% reduction targeted for reading.
- b. Participation data from 2003-2004 continues to reflect that South Dakota has achieved the identified performance target of 95% participation or higher in statewide assessments. South Dakota's participation rates are comparable between general education and special education students. Overall, it is nearly a 100% percent participation rate for the entire state. Data from the previous year also supports that participation in the state's assessment systems is very high.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

- a. Students with disabilities will demonstrate increases in proficiency at the same rate as students without disabilities increase in their proficiency rate in the areas of reading and math.
- b. To maintain a participation rate of 95% or higher for students with disabilities in taking the statewide assessments
- c. Establish a baseline of proficiency rates for students taking the alternate assessment tool (STAARS).

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Project Enrich (SIG) funds four regional comprehensive systems of personnel development. These four regions are linked to the states Educational Service Agency (ESA) systems which are focused on school improvement in the areas of reading and math. This collaboration will continue throughout 2005 and forward.

The revised alternate assessment tool will be piloted and cut scores to establish proficiency levels will occur at the end of the testing window in Spring, 2005.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

8. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This area under Cluster 4 is an ongoing goal for South Dakota. South Dakota will meet its established target by June 30, 2005.

Resources:

- SEA staff – Assessment coordinators
- Department of Education – statewide assessment coordinators
- Buros Institute, University of Nebraska - Lincoln
- MPRRC

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

BF. V All children, including preschool, are educated with non-disabled peers to the maximum extent appropriate.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004) :

Compliance Monitoring Data:

The chart below reflects the status of districts monitored during the 2002-2003 and 2003-2004 school years, and the reported level of compliance under principle six, least restrictive environment. The chart lists the specific administrative rules which comprise the entire principle. The second column details the percentage of the districts which were identified as being noncompliant with a particular administrative rule. The third column details the percent of district found to be in compliance with the rule. The final column provides a raw number of the districts who were identified as being noncompliant with the specific administrative rule.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Principle Six- Least Restrictive Environment	Percent of districts found in compliance 2002-2003	Percent of districts found in compliance 2003-2004
Continuum of services available to students with disabilities	92%	100%
Continuum options appropriately addressed at the IEP meeting	89%	97%
Modifications and accommodations provided	100%	97%
Justification for placement	100%	97%
Total Principle Six	95%	98%

Placement Data:

These two charts reflects the placement of students in need of special education, in school age settings ages six through 21, and early childhood settings, ages three through five. The data reflects placement data from 2001-2002, 2002-2003 and 2003-2004. The data reflects a raw number of students reported in each of placement options, and provides a percentage of those students who are placed in each of the categories to allow for comparisons across multiple years.

Special Education Placement Data – Ages 6 through 21						
School Age (ages 6-21) Settings						
	2001-2002		2002-2003		2003-2004	
Regular classroom with modifications	9,385	56%	9,588	56%	9,596	55%
Resource Room	3,758	22%	3,810	22%	3,893	22%
Self-contained classroom	847	5%	908	5%	935	5%
Day program	206	1%	215	1%	222	1%
24-hour program	253	2%	257	2%	248	1%
Home/Hospital	27	0.2%	19	0.1%	27	0.2%

As additional information which relates to the table below, for the area of early childhood, data reflects higher numbers of children at age five versus age 3 as being in settings designed for peers who are nondisabled. Data from the 2003 child count reflects 303 five-year old children receiving their special education in an early childhood setting, as compared to 92 three-year olds receiving their services in an early childhood setting. 25 three year-old children were reported as receiving their special education services in the home. Comparison of numbers between children ages three and five cannot be done without taking into account that there are higher numbers of children identified as eligible who are five years of age (1,118 children) versus three years of age (544).

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Special Education Placement Data – Ages 3 through 5						
Early Childhood (ages 3-5) Settings						
	2001-2002		2002-2003		2003-2004	
Home	52	0.3%	33	0.2%	51	0.3%
Early Childhood Setting	443	3%	455	3%	533	3%
Part-time early childhood/ part-time early childhood special education	561	3%	587	3%	689	4%
Early childhood special education	1,158	7%	1,254	7%	1,244	7%
Separate school	14	0.1%	13	0.1%	14	0.1%
Residential facility	14	0.1%	7	0.04%	5	0.03%

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- a. To maintain the number of students reported as receiving special education services in the general education classroom at 55% or higher.
- b. To decrease the proportion of preschool children receiving special education in isolated special education settings by 10%.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

a. South Dakota trend data (from 2001-2002 to present) reflects the maintenance of the majority of school-age students being placed in the regular education setting for the majority of their school day. The state agency provided technical assistance and resources regarding the role of the general educator and the provision of the least restrictive environment via materials disseminated on the states website as well as in-service presentations at conferences throughout the school year of 2003-2004. Data from the SEA monitoring system also reflects that placement issues are not a compliance issue for the state.

b. South Dakota trend data continues to reflect consistent data regarding the settings for services to children in need of early childhood special education services (ages three through five). In 2003-2004, the number of early childhood special education students did not change significantly across the continuum of placements; however, each of the less restrictive settings (home, early childhood and combination settings) did reflect an increase in the number of students receiving services in those settings. South Dakota does not require the provision of early childhood programs for all students; therefore, options for less restrictive settings are limited. An expectation of reducing the reliance on separate early childhood settings by 10% is most likely unrealistic for the service continuum available.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

a. To maintain the number of students reported as receiving special education services in the general education classroom at 55% or higher.

b. To increase the number of three year old students in less restrictive settings (home, early childhood).

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

South Dakota is anticipating the requirements for highly qualified special education teachers to have an impact upon least restrictive environment placement for student s with disabilities. The state will also continue to provide training and technical assistance on the assurance of least restrictive environments through the state, both in document dissemination and technical assistance provided.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

This section of Cluster Area 4 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources:

- SEA staff – 619 coordinator
- Other state agencies dealing with early childhood programs – DSS/Childcare, DOE/Headstart
- NECTAC
- MPRRC

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):</p> <p>BF. VI Improvement is being made in the early language/communication, early literacy, and social-emotional skills for preschool children with disabilities receiving special education and related services.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004)</p> <p>During this reporting period, the state has developed the Early Learning Guidelines for Language and Literacy for ages 3-5. Several meetings were held from the summer of '03 through the spring of 2004. The language and literacy guidelines were opened for public comment in late May, and early June, 2004. The comments were received and incorporated into the documents.</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>To define early learning standards in the areas of early language/communication, pre-reading and social-emotional skills for the state of South Dakota.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Progress has been ongoing in the development of the early learning standards. A workgroup convened in 2003 and continues to meet on this set of standards. During this reporting period, the language and literacy standards were developed and opened for public comment. The next steps will involve finalizing the literacy and math guidelines. The social-emotional guidelines will be developed during the fall, 2004.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>To finalize the literacy, math and social emotional standards into one document and present it to the State Board of Education for approval.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Special education staff will continue to participate as a member of the early learning standards workgroup, in the development of the early learning standards.</p>

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The development of a system for standards in early language/communication, pre-reading and social-emotional skills is ongoing goal for South Dakota. This section of Cluster Area 4 is in compliance and performance is acceptable. The state will maintain this level of performance through June 30, 2005.

Resources

- SEA staff – 619 coordinator
- Other state agencies dealing with early childhood programs – DSS/Childcare, DOE/Headstart
- NECTAC
- MPRRC
- State NAEYC
- Higher education faculty

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

Youth with disabilities will participate in post-school activities (employment, education) at a comparable rate to nondisabled youth.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

All youth with disabilities will receive individualized, coordinated transition services, designed within an outcome oriented process which provides movement from school to post-school activities.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Compliance Monitoring Data:

The chart below reflects the status of districts monitored during the 2001-2004 school years, and the reported level of compliance under for the administrative rules which address

APR/SUBMISSION REQUIREMENTS: 2003-2004

(OMB NO: 1820-0624/ 12/31/05)

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

secondary transition. In the first column, the chart lists each specific administrative rule. The next three columns detail the number of districts found to be out of compliance with the administrative rule compared to the total number of districts reviewed in that year. The final three columns reflect those numbers of districts out of compliance as a percentile in order to allow comparisons across the three years. South Dakota began implementation of the CIMP process in 2000 and complete data for comparisons will be available once the five year cycle is complete in 2005-2006.

Administrative Rules	Number of district out of compliance/ Number of districts reviewed			Percentile of districts/agencies out of compliance		
	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004
ARSD 24:05:27:13:02. Transition Services	19/41	21/38	18/34	46%	55%	52%
a. Justification statements addressed	19/41	11/38	10/34	46%	29%	29%
b. Transition services addressed in IEP	19/41	19/38	19/34	46%	50%	56%
ARSD 24:05:27:01 Content of IEP						
a. Transition planning is an outcome orientated process	19/41	25/38	19/34	46%	67%	56%
b. Course of study identified at age 14	19/41	8/38	5/34	46%	21%	15%
c. Student informed of transfer of parental rights upon reaching age of majority (18)	19/41	8/38	4/34	46%	21%	12%

Complaint and Due Process Hearing Data:

The chart below reflects three years of data for due process hearings and complaint investigations. The chart looks at each administrative rule which pertains to secondary transition in the state of South Dakota and notes that no hearings or complaints in the last three years have addressed transition related services.

Administrative Rules	Due Process Hearings Data	Complaint Data
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TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Administrative Rules	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003
ARSD 24:05:27:13:02. Transition Services	0	0	0	0	0	0
a. Justification statements addressed	0	0	0	0	0	0
b. Transition services addressed in IEP	0	0	0	0	0	0
ARSD 24:05:27:01 Content of IEP						
a. Transition planning is an outcome orientated process	0	0	0	0	0	0
b. Course of study identified at age 14	0	0	0	0	0	0
c. Student informed of transfer of parental rights upon reaching age of majority (18)	0	0	0	0	0	0

Transition Services Liaison Project:

The Transition Services Liaison Project (TSLP), is a state initiated project funded by the state Vocational Rehabilitation (VR) agency –Division of Rehabilitation Services (DRS) and Service to the Blind and Visually Impaired (SBVI) and the State special education agency – Special Education Programs (SEP). The managing agency grantee is the division of rehabilitation services which contracts with Black Hills Special Services Cooperative for project management. The Transition Services Liaison Project provides technical assistance and training to students, families, LEAs, and adult service agencies. The project has three regionally based staff to provide support and technical assistance to individuals, families, LEAs, and agencies seeking information on transition planning. Activities provided by the Regional Transition Liaisons include: training to students, families, schools, and adult service agencies on transition and development of transition plans; identifying and obtaining instructional materials, assistance with implementation of self determination curriculum; assistance with identification of local resources; development of interagency councils to address regional transition service needs; and individual support/assistance. Information on the project can be found on the states website at: <http://www.state.sd.us/deca/Special/transproj.htm>

In addition, TSLP adopted the Transition Outcomes Project (TOPs) designed by Ed O'Leary with MPORC. This project has been merged into the states CIMP review process. Regional staff are team members conducting the onsite review portions of CIMP and assist schools with addressing areas identified as being in need of correction thorough training and technical assistance both at the time of the review and post review. During 2003-2004, South Dakota, through the TSLP, again provided a week-long summer institute, entitled "Transition in Action" to provide intense support and training to those districts identified through the CIMP process. Evaluations from the institute were very positive.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- a. To continue to decrease the number of schools identified through the CIMP process as not meeting compliance with regulations addressing secondary transition.
- b. To identify a process to compare post-school outcomes for students with disabilities to non-disabled students.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

a. The analysis of districts cited as noncompliant in the area of secondary transition suggests to the state that the elements required under federal regulation are consistently present. 34 CFR 300.347(7)(b)(1) calls for a statement of transition services needs under the applicable components of the student's IEP that focuses on the student's course of study. The majority of reports reflected a course of study was in place. 34 CFR 300.347(7)(b)(2) requires for each student beginning at age 16 a statement of needed transition services. None of the reports issued cited a district as failing to complete a transition plan. As noted above, districts are being cited for issues that go above federal and state regulations and therefore, the state has identified the need to address a systemic concern with consistency of interpretation of regulations for secondary transition through the state monitoring process.

The number of districts out of compliance in all areas of secondary transition has decreased for the 2003-2004 reporting window. With the implementation of the new transition template, statewide region based training on secondary transition and emphasis of the legal requirements for transition services through the CIMP review process, it is expected that the next data reporting window (2004-2005) will reflect a significant improvement in demonstration of compliance with the requirements. Districts noted in the 2002-2003 APR as having continuing compliance concerns in the area of transition have demonstrated full compliance and were closed out on their improvement plans. The school districts identified in the 2003-2004 monitoring cycle have all submitted and received approval for their improvement plans and are in the process of providing progress reports to demonstrate full compliance.

b. A planned activity to collect outcomes data through the state vocational rehabilitation offices needs assessment was not successful, due timeframes and potential impact on the planned consumer satisfaction survey that was already in place. As a result, it was determined that this was not a feasible vehicle to use to collect postsecondary student outcomes. The state agency is exploring the possibility of an outside contractor to collect postschool outcome data.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

- a. To continue to decrease the number of schools identified through the CIMP process as not meeting compliance with regulations addressing secondary transition.
- b. To identify a process to compare post-school outcomes for students with disabilities to non-disabled students.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

To continue to support the Transition Services Liaison Project as a collaborative project with the Division of Vocational Rehabilitation. This project involves a contract with the Black Hills Special Services Cooperative

To continue to provide the summer institute program "Transition in Action" and potentially expand the number of participants identified, to address the needs of districts identified as having compliance problems through CIMP.

To provide a statewide regionally-based set of focused trainings events on developing IEPs for secondary-level students of transition age. These trainings will be offered to districts in each of the seven educational service agencies (ESA) regions.

Contact the National Technical Assistance Center on Postsecondary Outcomes, University of Oregon for assistance in addressing post-secondary outcomes.

TABLE
Part B Annual Performance Report 2003-2004
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The 5 year tracking system of schools for schools out of compliance with transition issues will be available at the end of 2005-2006 school year.

Training for schools identified during the 2004-2005 school year as being out of compliance on transition will be completed by June 30, 2005.

Resources:

- SEA staff – TSLP contact
- TSLP staff
- National TA centers on Secondary Transition and Postsecondary Outcomes
- MPRRC

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 17%

Appendices – GS 4

South Dakota Special Education Personnel Summary School Year 2001-2002

Service Provider	Authority to Act	Contracted	Fully Certified	Non-Certified & Non-Authorized	Other School Personnel	Total
<i>Adapted Physical Education Teachers</i>	0.20	0.84	2.10	1.20	0.00	4.34
<i>Audiologists</i>	0.00	0.42	0.00	0.00	1.90	2.32
<i>Diagnostic and Evaluation Specialists</i>	0.00	0.38	9.33	0.00	0.00	9.71
<i>Early Childhood Special Education Teachers (ages 3-5)</i>	3.50	1.55	87.35	4.95	0.00	97.35
<i>Interpreters</i>	0.00	1.05	0.00	0.00	30.45	31.50
<i>Non-Professional Staff</i>	0.00	46.35	0.00	0.00	119.77	166.12
<i>Occupational Therapists</i>	0.00	16.09	0.00	0.00	33.70	49.79
<i>Other Professional Staff</i>	0.00	44.29	0.00	0.00	76.67	120.96
<i>Physical Therapist</i>	0.00	16.47	0.00	0.00	20.30	36.77
<i>Psychologists</i>	1.00	7.39	45.43	0.00	9.40	63.22
<i>Recreation and Therapeutic Recreation Specialists</i>	0.00	0.00	0.00	0.00	0.00	0.00
<i>Rehabilitation Counselors</i>	0.00	0.00	0.00	0.00	0.00	0.00
<i>Special Education Aides</i>	0.00	13.50	0.00	0.00	1,137.86	1,151.36
<i>Special Education Counselors</i>	0.00	1.36	4.03	0.16	0.00	5.55
<i>Special Education Social Work</i>	0.00	1.20	0.00	0.00	3.55	4.75
<i>Special Education Teacher (ages 6-21)</i>	14.50	23.70	771.37	20.97	0.00	830.54
<i>Special Education Vocational Teachers</i>	0.00	0.00	0.00	0.00	0.00	0.00
<i>Special Education Work Study Coordinators (Job Coaches)</i>	0.00	0.35	0.00	0.00	0.93	1.28
<i>Speech/Language Pathologist (ages 3-5)</i>	0.00	3.31	27.07	0.00	0.00	30.38
<i>Speech/Language Pathologist (ages 6-21)</i>	0.00	15.73	191.21	1.34	0.00	208.28

TABLE
Draft 8/27/03 Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Supervisors or Administrators	0.00	0.75	52.89	6.10	0.00	59.74
Total	19.20	194.73	1,190.78	34.72	1,434.53	2,873.96

South Dakota Special Education Personnel Summary
School Year 2002-2003

	Authority to Act	Contracted	Fully Certified	Non-Certified & Non-Authorized	Other School Personnel	Total
Adapted Physical Education Teachers	3.11	1.00	3.69	2.30	0.00	10.10
Audiologists	0.00	0.46	0.00	0.00	4.00	4.46
Diagnostic and Evaluation Specialists	0.74	8.80	0.25	0.00	0.00	9.79
Early Childhood Special Education Teachers (ages 3-5)	4.15	1.12	94.42	3.60	0.00	103.79
Interpreters	0.00	1.50	28.98	0.00	28.98	30.48
Non-Professional Staff	0.00	0.00	0.00	0.00	106.92	106.92
Occupational Therapists	0.00	9.05	0.00	0.00	52.32	61.37
Other Professional Staff	0.00	33.64	0.00	0.00	95.49	129.13
Physical Therapist	0.00	13.08	0.00	0.00	37.00	50.08
Psychologists	0.00	6.03	65.60	2.00	0.00	73.63
Recreation and Therapeutic Recreation Specialists	0.00	0.00	0.00	0.00	4.00	4.00
Rehabilitation Counselors	0.00	0.00	0.00	0.00	1.00	1.00
Special Education Aides	0.00	0.00	0.00	0.00	1,301.37	1,301.37
Special Education Counselors	0.00	0.31	0.00	0.10	17.68	18.09
Special Education Social Work	0.00	0.00	0.00	0.00	3.20	3.20

TABLE
Draft 8/27/03 Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Special Education Teacher (ages 6-21)	18.17	2.08	843.09	31.04	0.00	894.38
Special Education Vocational Teachers	0.00	0.10	0.00	0.00	0.00	0.10
Special Education Work Study Coordinators (Job Coaches)	0.00	0.17	0.00	0.00	17.00	17.17
Speech/Language Pathologist (ages 3-5)	0.00	1.51	43.42	1.00	0.00	45.93
Speech/Language Pathologist (ages 6-21)	0.00	2.19	192.82	3.60	0.00	198.61
Supervisors or Administrators	0.00	0.00	59.24	12.01	0.00	71.25
Total	26.17	80.94	1302.65	55.65	1668.96	3134.85

Vacancy Data:

The information provided in the chart below is district-reported data on the number of vacancies they have in their district at the beginning of the school year. The table reflects the vacancies by FTE (full time employee). The second column reflects how many of those reported vacancies were filled by a non-certified individual. All data is recording by the amount of the FTE and may reflect less than full-time employees.

District Reported Vacancy Data 2002-2003 School Year		
Personnel Categories	Vacancy by FTE	Vacancy Filled by Non-Certified FTE
Early Childhood Special Education Teachers (ages 3-5)	2.0	0.0
Special Education Teachers (ages 6-21)	11.6	3.0
Speech Therapists (ages 3-5)	0.6	0.0
Speech Therapists (ages 6-21)	2.6	0.0
Special Education Vocational Teachers	0.0	0.0
Special Education Work Study Coordinators (Job Coaches)	0.0	0.0
Psychologists	0.0	0.0
Special Education Social Workers	0.0	0.0
Occupational Therapists	0.0	0.0
Audiologists	0.0	0.0
Special Education Aides	4.0	0.0
Special Education Recreation and Therapeutic Specialists	0.0	0.0
Physical Therapists	0.0	0.0

TABLE
Draft 8/27/03 Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Special Education Counselors	0.0	0.0
Supervisors or Administrators	2.0	0.0
Interpreters	1.0	0.0
Rehabilitation Counselors	0.0	0.0
Physical Education Teachers	0.0	0.0
Other Professional Staff	0.0	0.0
Non-professional Staff	0.0	0.0
TOTAL	23.8	3.0

South Dakota Special Education Personnel Summary
School Year 2003-2004

	Authority to Act	Contracted	Fully Certified	Non Authorized	Non Certified	Other School Personnel	Teacher Vacancy	Total
<i>Adapted Physical Education Teachers</i>	0.00	0.20	10.01	0.13	0.00	0.00	0.00	<i>10.34</i>
<i>Audiologists</i>	0.00	2.31	0.00	0.00	0.00	2.00	0.00	<i>4.31</i>
<i>Diagnostic and Evaluation Specialists</i>	0.00	2.25	11.70	0.00	3.00	0.00	0.00	<i>16.95</i>
<i>Early Childhood Special Education Teachers (ages 3-5)</i>	3.50	0.64	95.42	5.14	1.00	0.00	2.00	<i>107.70</i>
<i>Interpreters</i>	0.00	0.00	0.00	0.00	0.00	29.10	0.00	<i>29.10</i>
<i>Non-Professional Staff</i>	0.00	1.25	0.00	0.00	0.00	105.27	0.00	<i>106.52</i>
<i>Occupational Therapists</i>	0.00	12.81	0.00	0.00	0.00	37.60	1.00	<i>51.41</i>
<i>Other Professional Staff</i>	0.00	39.96	0.00	0.00	0.00	94.09	0.00	<i>134.05</i>
<i>Physical Therapist</i>	0.00	19.50	0.00	0.00	0.00	17.66	0.00	<i>37.16</i>
<i>Psychologists</i>	0.00	2.24	48.53	2.00	0.00	0.00	2.00	<i>54.77</i>
<i>Recreation and Therapeutic Recreation Specialists</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<i>0.00</i>
<i>Rehabilitation Counselors</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<i>0.00</i>
<i>Special Education Aides</i>	0.00	0.10	0.00	0.00	0.00	1,297.04	0.00	<i>1,297.14</i>
<i>Special Education Counselors</i>	0.00	0.60	4.18	0.00	0.00	0.00	0.00	<i>4.78</i>

TABLE
Draft 8/27/03 Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Special Education Social Work	0.00	0.06	0.00	0.00	0.00	1.20	0.00	1.26
Special Education Teacher (ages 6-21)	4.50	2.21	759.14	17.38	5.35	0.00	4.00	792.58
Special Education Vocational Teachers	0.00	1.20	0.00	0.00	0.00	0.00	0.00	1.20
Special Education Work Study Coordinators (Job Coaches)	0.00	1.90	0.00	0.00	0.00	14.80	0.00	16.70
SPED Core Content - No Collaboration	0.00	0.00	48.00	19.70	0.00	0.00	0.00	67.70
Speech/Language Pathologist (ages 3-5)	0.00	1.78	42.93	0.00	0.17	0.00	1.50	46.38
Speech/Language Pathologist (ages 6-21)	0.00	3.38	181.33	0.00	1.90	0.00	0.50	187.11
Supervisors or Administrators	0.00	0.10	48.99	6.83	0.11	7.50	0.00	63.53
Total	8.00	92.49	1,250.23	51.18	11.53	1,606.26	11.00	3,030.69